A Consultation Model for Counselors

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Annotated Bibliography/Summary

Family involvement is one issue that has received recognition for the student with behavioral difficulties. Families may be one problem why the child is acting out. Therefore, by organizing a family system where the family comes in to observe the patterns of a classroom system and also for the counselor to observe that family patterns can create for an affective collaboration and consulting process for the child.

It is said though that most school counselors because of their heavy workload may only have time to meet with a family 2 to 3 times before the problem must be solved or referred to someone else. Therefore, Nicol (1992) explains a method for the counseling-consultation model for the school. This method can be used when there is a parent-teacher conference or when the parents call and ask for an appointment.

The first step that the teacher and counselor need to understand that that the tone established in these meetings are important. One must keep in mind that the parents are not brought in to be taught how to parent. Both parties also should be seated comfortable with not a lot of distance. Finally, the tone should be kept direct and formal.

Once the tone is established, the problem must be presented. It must be presented in way that is not categorizing or labeling the student. Examples must be presented. The teacher can not present on as lazy or careless but examples of those must be explained and not simply stated.

Once the problem has been presented, the parents must be given a chance to speak. The counselor should ask questions about who lives in the house such as aunts or uncles or siblings or grandparents. Even discussing a typical say at home can be useful to understand the student better. After this has been discussed, it is a good time for the counselor to ask if there are any problems at home. Once this is completed the counselor would need to share her observation or hypothesis of the problem.

Critique

Nicol (1992) explained some very helpful techniques when it comes to dealing with parents. It is often said that parents can be the biggest headache to the teacher or the counselor. There are many issues that are not taught to a teacher when learning to become a teacher. One of them is parent meetings. They can be stressful but knowing steps to take within the meeting can be helpful. This article describes just this process. From the opening importance of establishing a tone to the follow up meeting, this article gives a step by step. One of the most important issues stated in this article was not to critique the parents. They may need help and advice and if one begins to critique their ears may be quickly tuned out. Another good piece of advice in this article was to not just say “he is not a hard worker.” Parents need to know examples of why he is not a hard working. A teacher should not come out and directly say that but indirectly prove to the parents and they will be more understanding of the situation and may be able to relate with that aspect of their child because of his actions at home. It is also important to understand the situation in which the child lives and also the lives that their parents lead. If the child lives with 10 other people in a 2 bedroom house then that just may give insight in the case. Or if the child is not getting the love and nutrients that is needed, that will also give great insight in to the situation.

The meeting may not result in a solution. There may be a need to meet again or to think about things and then follow up. But nevertheless, if everything was accomplished or it was not there still needs to be a follow up meeting.

References

Nicoll, W. (1992). A Family Counseling and Consultation Model for School

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